

Executive Summary

Los Altos School District is a political subdivision of the State of California. The district was founded in 1909 for the purpose of providing a free public education to the residents within the district's geographical boundaries. The district is located in northwestern Santa Clara County. It encompasses most of the city of Los Altos, part of Mountain View, part of Palo Alto, and some unincorporated county lands. There are eight schools, six elementary and two junior high, serving students in grades kindergarten through eight.

Governance. The school district is governed by an elected board of trustees. There are five members of the board, each elected for a four year term. The school board meets twice monthly on the first and third Mondays. District operations are headed by a superintendent, Dr. Margaret Gratiot. Included in this document's appendix is an organizational chart.

Enrollment. The expected enrollment for Fall 1997 is 3,614 students. Enrollment has been increasing at an average of 3% a year for the last ten years. Enrollment is expected to peak at almost 3,900 students in 2001. In 1997-98 there will be 190 teachers. 164 are regular classroom teachers, the rest are specialists (physical education, music, special education, etc.).

Achievement. Students in the district consistently score within the top 2% of all children tested in California. California Assessment Program (CAP) scores in 1992 showed Los Altos students scoring at the 98th or 99th percentile in all grades and in all subject areas. 1997 California Achievement Test (CAT-5) scores, which are nationally-normed, show the average Los Altos student scoring higher than 88% of all students tested nationally.

Budget. The district's fiscal year is from July 1 to June 30, as prescribed for all governmental agencies in the state. The budget for July 1, 1997 to June 30, 1998 (1997-98) totals \$20.3 million. \$19.8 million is in the General Fund, a fund used to record the day-to-day operations of the district. The remainder is in four special purpose funds. The funds and their budgets are shown below.

Fund	1996-97 Expenditures	1997-98 Expenditures	% Change
General	\$19,590,155	\$19,807,052	1.11%
Building	\$114,083	\$22,884	-79.94%
Capital Projects	\$734,850	\$439,850	-40.14%
Deferred Maintenance	\$159,214	\$77,660	-51.22%
Special Reserve	\$0	\$0	
Total	\$20,598,302	\$20,347,446	-1.22%

The budget is built by carrying the same program forward from year to year. Additional special purpose funding or a decision by the board to add or subtract programs can change the budget. There are district established staffing ratios and historically determined

discretionary allocations to program managers. The process of establishing and approving the budget begins in January with the Governor's proposed budget for the state, which is the primary source of funding for schools. District administration prepares the budget details and involves a budget review committee (made up of representative teachers, administrators, other staff, and parents) in the development process. The review committee makes recommendations annually to the school board regarding additions or deletions to the spending plan. In June the board adopts a budget for the upcoming fiscal year. That budget is then monitored and adjusted as needed during the course of the year. The district is required by state law to provide the board with two interim financial reports during the year, which reflect any necessary budget adjustments.

Expenditures. In 1997-98 the district anticipates spending \$5,476 per student. The greatest proportion of this goes to pay classroom teachers. The average teacher costs the district \$58,000, \$47,000 in salary and \$11,000 in benefits. An entry level teacher's salary is \$27,000. The maximum teacher salary is \$56,500. The district spends \$1 million on classroom aides. 62% of the spending goes to pay teacher and aides for direct instruction of students. Other spending categories are shown below.

Category	1997-98 Expenditures	\$ per Student	% of Total
Instructional Salaries	\$12,371,020	\$3,423	62%
Other Salaries	\$4,270,024	\$1,182	22%
Books & Supplies	\$592,449	\$164	3%
Util.'s, Repairs, Other	\$2,182,055	\$604	11%
Capital, Other Outgo	\$391,502	\$108	2%
Total	\$19,807,050	\$5,481	100%

Revenues. The single largest source of funding is the revenue limit. This is a state allocation of general purpose money. For 1997-98 the revenue limit is \$3,400 per student for a total allocation of \$12.9 million. This amounts to 63% of all district revenues. The state also provides substantial special purpose funding, or categorical aid, in the amount of \$2.8 million. The total state aid, combining general and special purpose funds, is 76% of the budget. The California State Lottery contributes 34 cents of every dollar collected to public schools. Los Altos schools will receive \$350,000 in 1997-98 or 2% of the total funding.

Only 1% of total funding comes from the federal government. The balance of funding (21%) is local in nature. The district recently passed a parcel tax (Measure A) which, at \$264 per parcel, generates \$3 million in revenue. The community-supported Los Altos Educational Foundation (LAEF) contributes \$450,000 to the district. These two local sources of revenue are 17% of the total budget and provide the district some measure of local control. Although not a part of the district's financial bookkeeping, individual school PTA's contribute substantially to the district through donations of equipment, materials, landscaping, and innumerable volunteer hours.

Category	1997-98 Revenues	\$ per Student	% of Total
State Aid	\$15,626,833	\$4,324	76%
Lottery	\$350,700	\$97	2%
Federal	\$181,476	\$50	1%
Local (Msre A, LAEF, Other)	\$4,428,868	\$1,225	22%
Total	\$20,587,877	\$5,697	100%

Significant Events

Parcel Tax Election - On June 3, 1997 the voters in the district approved an increase to the district's parcel tax (a per parcel of property assessment). Since 1989 the tax has been set at \$168 per parcel per year. Starting in 1997-98 the assessment has been increased by \$96 to \$264 per parcel. This increase means an additional \$1.1 million of revenue, for a total parcel tax collection of \$3 million. Such community support enables the district to better withstand the vagaries of state funding, which is only for a year at a time and is subject to the political process in Sacramento.

Class Size Reduction program - After several years of reduced state funding due to a recession, the state had sufficient revenues in 1996-97 to fund a new major reform effort. This program, called the Class Size Reduction program (CSR), provided incentive funding to districts who reduced their primary grade class sizes down to 20 or less. The district fully implemented the program in all three funded primary grades (1 - 3). The state provided funding at \$650 per affected pupil, while the program cost over \$800 per pupil to implement. The Governor's proposal for 1997-98 calls for funding to be increased to the \$800 level. It is also possible that funding will be extended to another grade level (for Los Altos, this means Kindergarten). Since that decision awaits the finalizing of the state budget, the district budget does not include such expansion.

State Funding "Windfall" - A robust economy has driven the state out of its recession which prevailed for several years prior to 1996-97. As a result of this recovery, the Governor has proposed giving more monies to schools (the "windfall") than statutorily required. These funds, already incorporated in the budget, will help reduce the funding shortfall from the state (a holdover from the recession years) and increase the per pupil incentive monies for the class size reduction program. In 1996-97 districts were funded by the state at 90 cents for every statutorily required dollar (a deficit of 10%). The governor's proposal reduces that deficit down to 8.5%. While this is "good news" to schools, it must be remembered that there is still a funding deficit and that means an annual loss of \$1.2 million to Los Altos.

1997-1998 BUDGET OVERVIEW

GENERAL FUND REVENUES

The 1997-98 budget presented for adoption to the Board of Trustees on June 24, 1997, is developed in anticipation of a Revenue Limit Cost of Living Adjustment (COLA) of 2.65%. General Fund Revenue estimates in this budget total \$119.6 million.

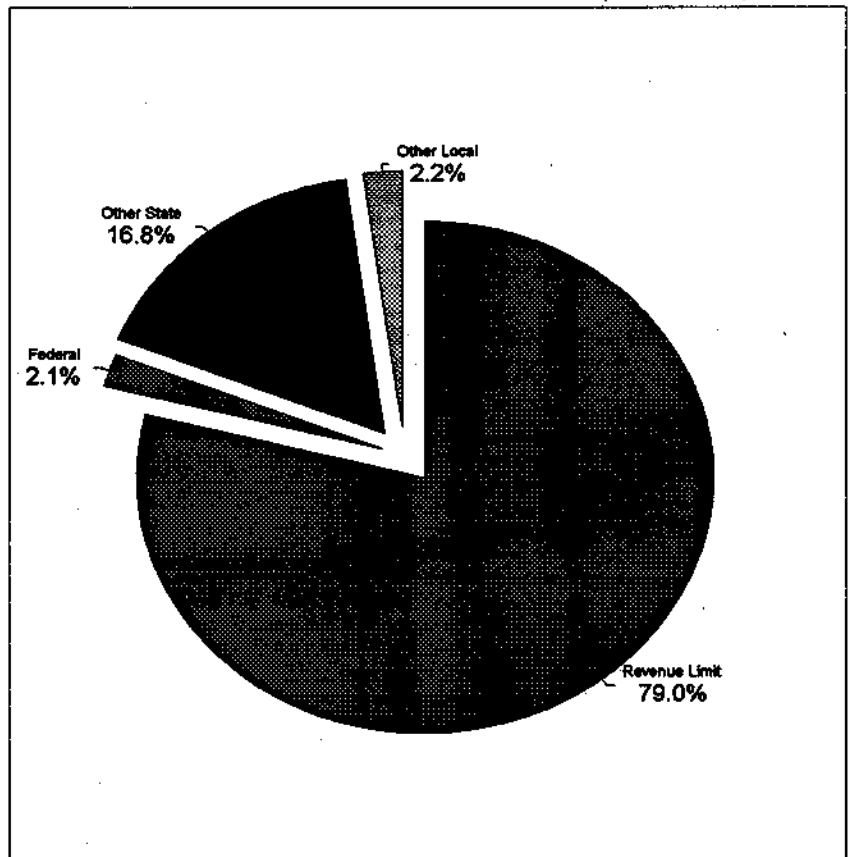
The district's primary income source is Revenue Limit funding, comprised of state aid and property taxes. While Revenue Limit funding is projected to increase 2.65% per ADA, the Revenue Limit deficit has decreased to 8.358%. Each percent of deficit equates to a loss of just over \$1,000,000. The deficit applied to summer school funds is also 8.358%, and the deficit applied to Special Education funds is estimated to be 13.25%.

A large part of the district's income, \$95 million (79.0% of total revenue), will be received from a revenue

limit entitlement funded on a per pupil basis. This income is calculated on an average daily attendance (ADA) basis which is computed by accounting for pupils that are present or marked with an excused absence. Revenue is derived directly from secured and unsecured taxes, homeowners subventions, trailer coach fees, other subventions, and the state principal apportionment. The state principal apportionment accounts for 48% of the District's Revenue Limit income with local property taxes accounting for 52%.

The budgets for both the 1996-97 and 1997-98 years allow the district to project a June 30, 1998, ending balance which meets the 3% minimum reserve level.

Federal revenues for students with special needs account for another \$2.5 million (2.1% of the District's total revenue). Federal assistance funds are provided for specific



General Fund Operating Revenues - 1997/98 Budget

categorical programs. Categorical programs are designed to augment/supplement the regular educational programs of the District.

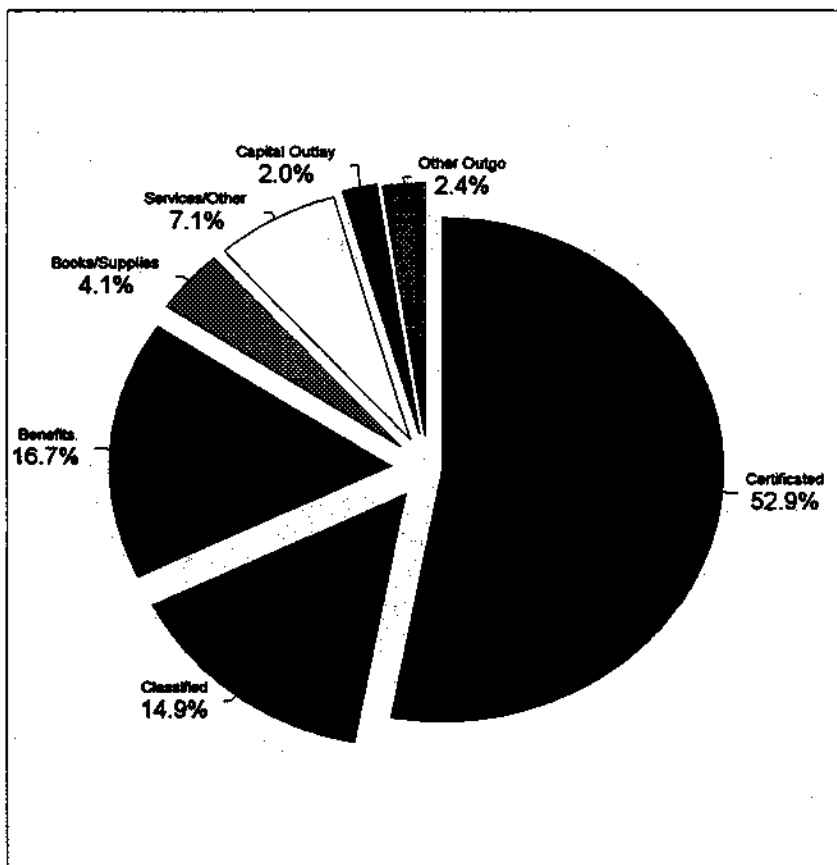
Other State Income accounts for an additional \$20.0 million (16.8%) of total revenue. Much of this income can only be used for restricted programs such as School Improvement, Special Education, and Transportation. The district also collects \$1.75 million from the state to educate district pupils in the North Orange County ROP program. Income from State Lottery receipts is projected to be \$2.4 million (2.0% of total revenue).

An additional \$2.6 million (2.2% of total revenue) will be received from local income, primarily from interest earnings and Redevelopment income. Redevelopment income is budgeted to be transferred to the Special Reserve Fund. Additional revenue comes from donations, local grants/awards, lease and rental income, Transportation activity fees, and other local sources.

GENERAL FUND EXPENDITURES

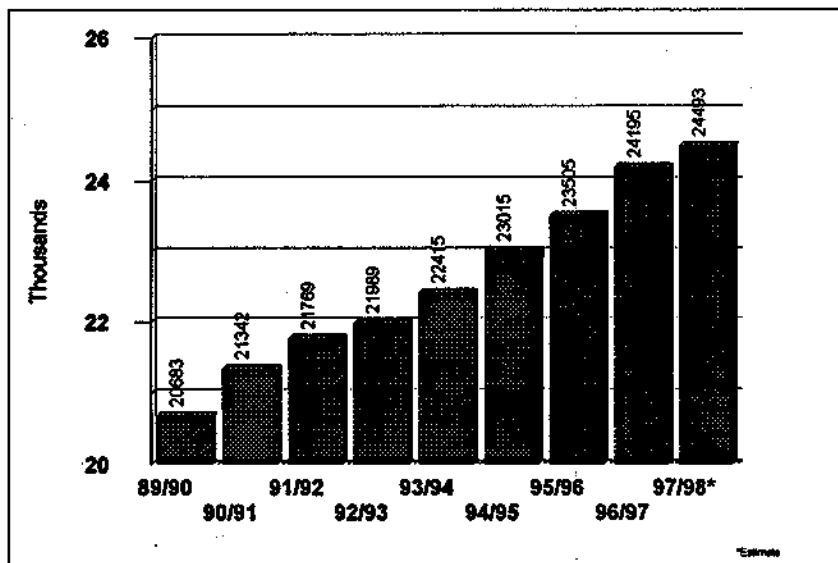
The General Fund is the primary operating fund of the District. The Placentia-Yorba Linda Unified School District's 1997-98 General Fund Budget represents the planned educational program of the District expressed in dollars. General Fund expenditures of

\$112.9 million are appropriated in a plan designed to ensure the highest quality educational programs possible for the coming year. PYLUSD's format for budget development is one in which site and department budgets are developed based on the input of site instructional and support staff. The overall budget development process is assisted by the district's business staff under the direction of the Superintendent. The Business Office staff provides technical support such as ADA projections, income estimates, legislative analysis, and assistance in the



General Fund Operating Expenditures - 1997/98 Budget

administration of all the individual site and department budgets which together comprise the Placentia-Yorba Linda Unified School District Annual Budget.



Historical Average Daily Attendance (1989-1998)

As the expenditure data in the budget indicates, providing education is an extremely labor intensive task. Eighty-five percent of all General Fund operating expenditures is for employee salaries and benefits.

Certificated Salaries include appropriations for the compensation of employees such as teachers, administrators, counselors, librarians and nurses. Certificated

Salaries expenditures are budgeted at \$62.6 million in 1997-98.

Classified Salaries account for the compensation of instructional aides, business office employees, maintenance and operations employees, transportation workers and employees providing clerical support and administrative assistance. Classified Salaries expenditures are projected to be \$17.6 million in 1997-98.

Employee Benefits include expenses for district contributions to employee retirement programs, state unemployment insurance, workers' compensation coverage, as well as health, dental, and vision care. In 1997-98, District expenditures for employee benefits are budgeted to be \$19.8 million, approximately one-sixth of all General Fund expenditures.

Books, Supplies and Other Operating Costs include appropriations of \$4.8 million for purchases of textbooks, resource books, office and instructional supplies, maintenance and operation supplies and transportation department supplies. Restricted funds "carried over" from 1996-97 into the 1997-98 budget from categorical income sources and site budgets will be appropriated after the start of the school year and included at the First Interim Report.

Contracted Services and Other Operating Expenses are budgeted at a total of \$8.4 million in 1997-98. Appropriations within this category are for property and liability insurance coverage, utilities, and copier expenses.

Capital purchase expenditures in 1997-98 are budgeted at \$2.3 million. The majority of these funds are used for new equipment and equipment replacement. Included in Capital Expenditures is a projected debt service payment of \$550,000 for a district-wide phone

system.

Other Outgo, an expenditure category which includes the tuition costs of educating some of PYLUSD's students at special schools outside the District, along with revenues passed through to the ROP, has a budget of \$2.8 million in 1997-98.

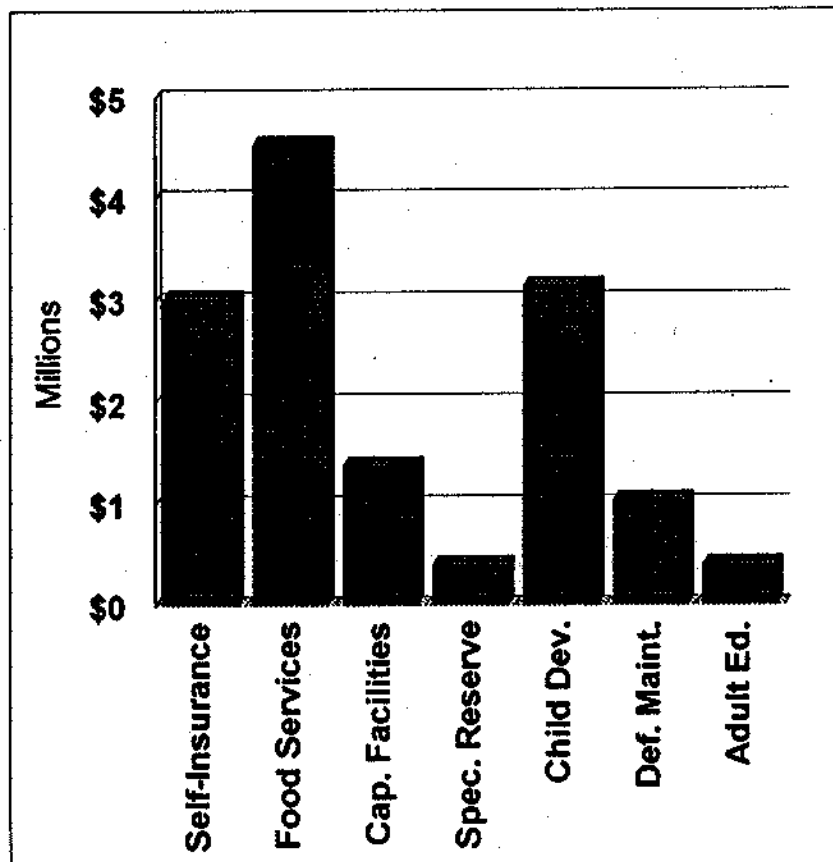
The General Fund is credited \$0.4 million for indirect support from categorical, Child Care and Food Service programs. The indirect cost rate applied to eligible programs is the 1996-97 rate of 6.7%

COMPONENTS OF ENDING FUND BALANCE.

The responsibility of providing an ongoing educational experience rests with the Board of Education. Recognizing this responsibility, the Board has established a number of reserves and designated amounts within the ending balance.

Identified in the Estimated Actual 1996-97 and the budgeted 1997-98 ending balances are: funds reserved for the revolving cash account, for the value of the District-owned stores, an amount for economic uncertainties, lottery reserve as required by board policy; the total amount of funds "carried over" by schools in their site budgets; any unspent one-time apportionments, restricted entitlement funds to be spent the following year, and for future

site expansion in anticipation of additional class size reduction costs.



Other Funds Operating Expenditures - 1997/98 Budget

The Expenditure Budget reflects in dollars a detailed plan to provide a comprehensive educational program to the students of the District. The Board approves all expenditures and appropriations for reserves.

OTHER FUNDS

The General Fund is the main operating fund of the District; however, the Placentia-Yorba Linda Unified School District also operates ten other funds. Two additional funds existed through June 30,



Superintendent

State funding for K-12 education in 1996/97 was the best in a decade. As the economic recession has ended and tax revenues rise, the State seems poised to continue its strong support for public schools in 1997/98. With public funds comes our obligation to be fiscally responsible and accountable.

As the financial blueprint of the district's educational objectives, the 1997/98 Annual Budget package is a fiscally responsible and accountable plan. There is a direct relationship between this budget and the goals and objectives of the district and the instructional programs. The district's priorities for 1997/98 have been reflected in this budget by way of almost \$1 million in increases. Details of these budget augmentations or increases are shown on the transmittal memo of the Assistant Superintendent, Business Services.


Our major areas of focus in 1997/98 continue to be the following:

- Development and implementation of standards-based language arts and mathematics programs
- Development and implementation of standards-based training and learning program in technology
- Development and implementation of an assessment program utilizing the standards developed
- Improvement of facilities

Our inclusionary approach to the administration of district affairs will continue. Only in this way can we find an enduring basis on which to build consensus and develop the public's and staff's trust and confidence in what we do. This Administration will continually engage key stakeholders in collaborative conversations in order that we can come into agreement on the top priorities for our Garvey schools.

The public can rest assured that there is a framework of accountability in all aspects of budget administration. This budget establishes accountability guidelines of the Governing Board to the public, the Superintendent to the Board, the program managers and administrators to the Superintendent, and the staff to the managers.

Under the broad policies set forth by the Board of Education, we are committed to helping ensure that the children we serve -- whatever their ethnic or linguistic background -- master the knowledge and skills "that will enable them to be lifelong learners and productive members of a global society."


H. Alex Yusem, Ed. D.

II. MISSION STATEMENT, OBJECTIVES, PRIORITIES, AND OUTCOMES

<p><u>Mission</u> A statement of the purpose for which our organization exists and the specific function it performs.</p>	<p>To provide each student with equal opportunity to succeed by promoting intellectual growth, creativity, self-discipline, cultural and linguistic sensitivity, democratic responsibility, economic competence and physical and mental health so that each student can achieve to his or her maximum.</p>
<p><u>Philosophical Tenets</u> The fundamental values and beliefs that guide our actions.</p>	<ul style="list-style-type: none"> ▪ All individuals should learn to live and work in a world that is characterized by interdependence and cultural diversity. ▪ All individuals are entitled to be treated with respect and dignity. ▪ All individuals want to learn and to be recognized for their achievements. ▪ All individuals can learn. ▪ All individuals learn in many different ways and at varying rates. ▪ Each individual learns best in a particular way. ▪ All individuals are both potential learners and potential teachers. ▪ Teachers, administrators and staff are partners with students in the learning process. If students fail, all partners should accept full responsibility for this failure and take action to ensure success. ▪ Learning has both cognitive and affective dimensions. ▪ Learning is an interactive process that occurs when students understand and are able to communicate new concepts through carefully crafted and guided challenging experiences defined by clear learning goals and rigorous performance standards. ▪ Parents want their children to attain their fullest potential as learners and to succeed academically.
<p><u>Goals and Priorities</u> The medium to long term direction for our organization, and the Superintendent's priorities for the coming year.</p>	<ol style="list-style-type: none"> 1. To improve teaching and learning to enhance the academic achievement of all students. <ol style="list-style-type: none"> 1.1 Decrease the number of students in the Bottom Quartile. African Americans and Latinos (reading and mathematics) 1.2 Develop and apply instructional strategies to better meet the needs of the students. 1.3 Improve high school education. A third year of mathematics for all high school students School-to-work, school-to-career An expanded night school 1.4 Improve professional development. 1.5 Implement early literacy programs to maximize success and reduce the need for remediation. Mathematics (Grades 1, 2 and 3) Reading (Grades 1-5) 2. To improve staff, parent and community participation in the educational process. <ol style="list-style-type: none"> 2.1 Increase parent/family involvement. 3. To maintain school environments that are safe, secure and attractive. 4. To build a school environment that is fully integrated in all its programs and activities and provides equal opportunity for all students. 5. To improve and expand the Early Childhood Education Program and integrate it into the K-12 Program. 6. To increase and expand inter-agency collaboration to better serve our students.

COPE MIDDLE SCHOOL

1000 West Cypress Avenue
Redlands, California 92373
(909)307-5420

MISSION STATEMENT

"To provide a program which offers the maximum opportunity for students to build their self-esteem, regard for others, and personal and social responsibility as they develop skills and knowledge necessary to be contributing members of society."

The original name of this campus was **Cope Junior High School** when it was built in 1956. Most of the students attending *Cope* are from the southern and southwestern part of Redlands, Loma Linda, and Highland. There are at least thirty different languages spoken by the students. *Cope Middle School* reverts back to the traditional attendance calendar and will serve grades 6, 7 & 8. The projected 1997 -1998 enrollment is 1,459 students.

The staff is under the leadership of *Carol Purvine, Principal*, and her team who are responsible to provide an appropriate atmosphere where students can develop their skills and knowledge to contribute to society. Her team consists of: (1) *Vice Principal*, (47) *Teachers*, (10) *Instructional Support*, (1) *Librarian*, (6) *Office Support*, (4) *Custodian*, (9) *Food Service*, (2) *Library Media Clerk*, and (1) *Campus Supervisors*.

ETHNIC DIVERSITY

	1995-1996	1996-1997
American Indian	18	10
Asian	171	160
P. Islander	6	4
Filipino	34	22
Hispanic	359	378
Black	100	124
White	698	650

Totals	1386	1348
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1997-1998 PROGRAM BUDGETS

General Instruction	District Operations
Elementary Music Program	Title VI
Instructional Media	EIA-LEP
School Administration	School Improvement Program (SIP)
Child Guidance and Counseling	

INTRODUCTION

MISSION STATEMENT

The mission of the Roseville City School District is to work in partnership with parents and the community to provide a challenging educational environment which focuses on activities and programs to enhance student success. The educational experience shall include:

- An emphasis on the basic core curriculum
- An opportunity to develop an appreciation for learning
- The integration of technology
- High expectations for students and staff
- Accountability for students and staff through a consistent and relevant evaluation process.

HISTORY

The Roseville City School District was established on May 14, 1869 with the first school completed for the 1872-73 school year. Since that date, enrollment has increased from 38 students to 5,368 in May 1997. The district is a K-8 system with ten schools. Seven sites are K-6, one site is K-3, and two sites are 7-8.

BOARD MEETINGS

The Board of Education holds regular meetings on the first and third Thursday of each month, beginning at 7:00 p.m. Meetings on the first Thursday are held in the District Board Room and at a school site on the third Thursday. Parents and community members are invited to attend Board meetings.

DISTRICT BUDGET

The district has an annual operating budget of \$24.6 million. Revenue comes from five main areas: State (32%), Local Property Taxes (43%), Federal (3%), State categoricals (11%), State Lottery (2%), Class Size Reduction (8%), and other Local Income (such as PTAs and interest revenue) (1%). District expenditures include salaries and benefits (86%), books and supplies (4%), repairs and other expenses including transfers to deferred maintenance and capital improvement funds (5%), utilities and property insurance (3%), staff development (1%), and furniture and equipment purchases (1%). The district also operates other funds for designated purposes such as food services and construction projects.

The district has a Budget Advisory Committee which has parent representatives from each school, teachers, classified employees, and administrators. The purpose of the committee is to become knowledgeable about the district's budget and the procedures for preparation, and assist with the process of communication regarding desired educational programs and fiscal management.

The adopted budget includes a 2.33% increase in enrollment and 2.65% cost of living adjustment to the State Revenue Limit.

In 1996-97, the district implemented a physical education program for grades one through six using PE Specialists and instructional aides. By designating prior year lottery and supplemental grant reserves, the district is able to fund the program for three years. 1997-98 will be the second year of this three-year program.

Quartiles:

District wide, students have steadily been improving with respect to the national percentile in both Reading Comprehension and Mathematics Concepts and Applications. The percentage of students moving from the first quartile into the other quartiles has been steadily increasing throughout the past four years, as targeted by the District's Goals and Priorities. Although improvement is observed in all grade levels, the greatest improvement has been seen at the middle school level in both tested areas. Figure 3 and Figure 4 show the progress toward District Priority 1.1, decreasing the number of students in the bottom quartile. Figure 3 shows a substantial shift of students out of the lowest quartile of national norms since 1992-93. Figure 4 shows where they went.

Figure 3
Bottom Quartile Four Years

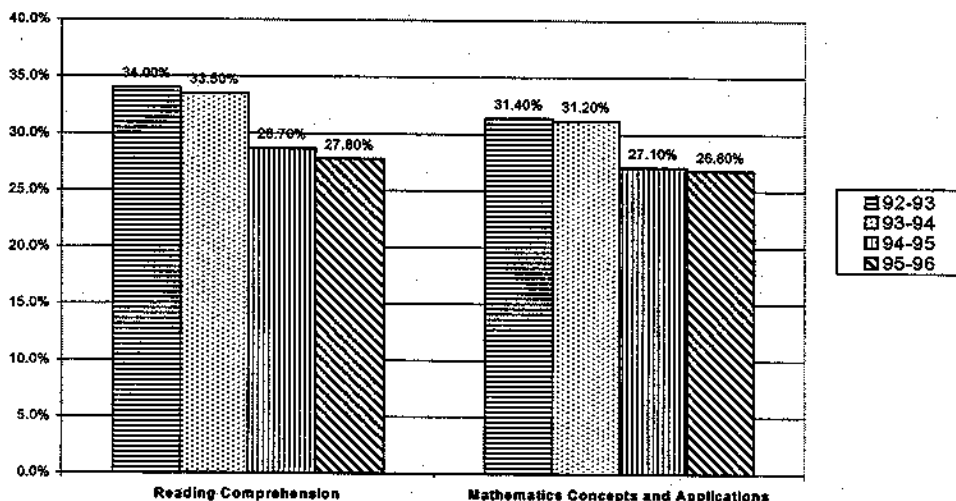
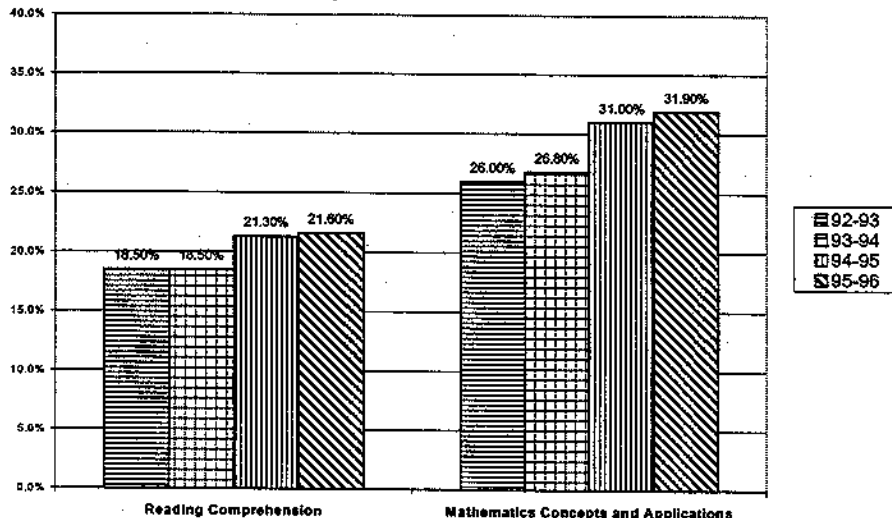


Figure 4

This graph shows steady and proportionate increase in the numbers of students at the top quartile.

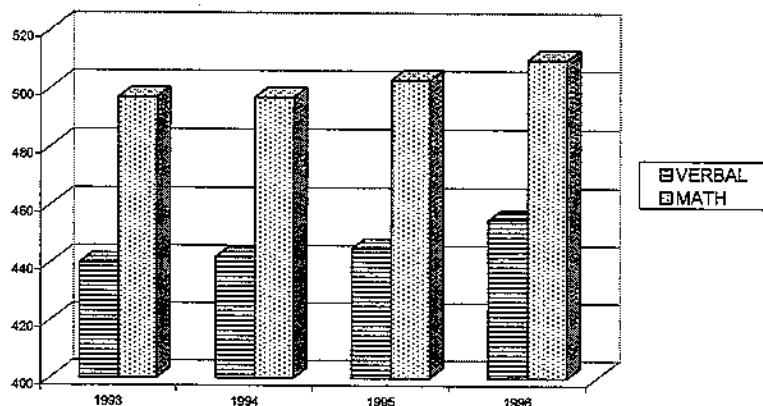
Figure 4
Top Quartile Four Years



SAT Scores:

Another important performance indicator is the scores of high school seniors taking the Scholastic Aptitude Test (SAT). Figure 7 shows an increasing pattern of achievement on the SAT from 1990-95.

Figure 7
SAT PERFORMANCE



However, what is obscured by these averages is a very significant increase in the number of seniors who took the SAT in 1996 as compared with previous years. In 1996, 2,327 seniors took the SAT, a 23.6% increase over the 1780 seniors who took the SAT in 1995. Given this perspective, the increase in 1996 of ten points in verbal and seven points in mathematics is very significant.

1996-97 CLASS SIZE REDUCTION:

A very significant data set has become available as we are going to press. The results are the first objective data available since the school district began reducing class size in grades one and two, often from more than 30 students per classroom, to 18-20 last fall. Third grade classes went from 28 students to 24 or 25. The scores show significant increase in test performance in general, as well as strong progress among African American, Latino and Chinese students. In addition to smaller class sizes, increased professional development for teachers is credited as the other key factor in the District's progress.

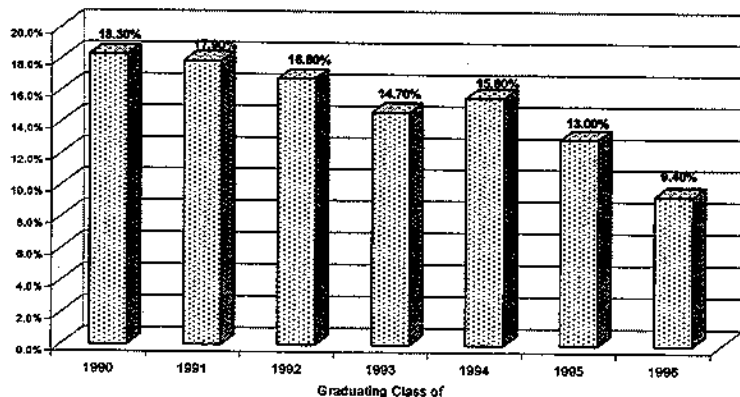
GRADUATION AND DROP-OUT DATA:

Another important set of indicators of student performance and success of the overall instructional program is the statistics showing the percentages of students who drop out of school prior to completing high school and the percentages of students who graduate. The following data was taken from a longitudinal study of cohorts of students beginning with 1990.

Figure 10

This graph shows a steady decline in the percentage of students within given cohorts who drop-out of school prior to graduating. The data shows a nearly 9% decrease since 1990.

Figure 10
8th-12th Grade Cumulative Drop-Out Rate Cohort
Longitudinal Study of Graduating Classes
1990-1996

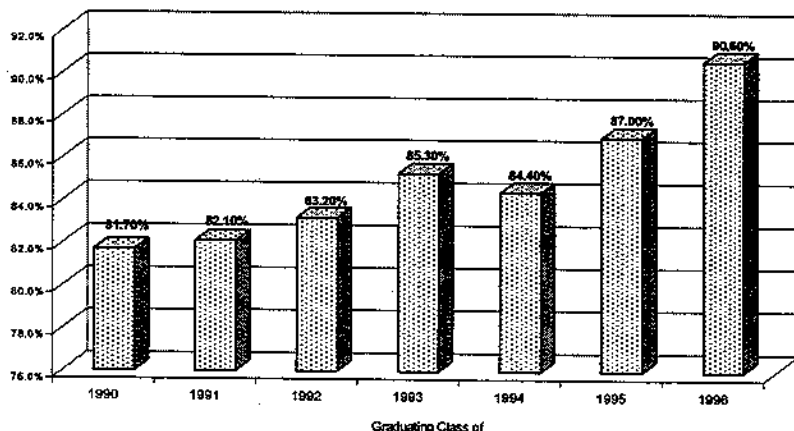


* These numbers do not include students who transferred to other schools outside the district.

Figure 11

This shows the complementary rise in the graduation rates for each cohort concluding with the cohort representing the graduating class of 1996 where 9.6% of the students who entered the ninth grade in 1992 were lost, an improvement of 8.9% since 1990.

Figure 11
8th-12th Grade Graduation Rate Cohort Longitudinal
Study of Graduating Classes



* These numbers do not include students who transferred to other schools outside the district.